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ABSTRACT

The goals for this social studies curriculum are the development of essential concepts, skills, and content that have been identified for the social studies program. The curriculum was designed to meet student needs and interests, to reflect increasing knowledge about child development and learning, and to give attention to the learning environment as well as the course content. It also attempts to educate for multicultural understanding and cooperation in an increasingly interdependent world. Key concepts are: (1) change, (2) citizenship, (3) culture, (4) empathy, (5) environment, (6) identity, (7) interdependence, (8) nation-state, (9) scarcity, and (10) technology. Content understanding, learning activities, skill development, evaluation, and resources are given for each of the ten concepts. Strategies for linking children's literature with social studies are presented. Examples of participation projects and guidelines for development are provided and teachers are encouraged to participate with students to plan K-6 classroom projects. General content understandings are given for each of the K-6 grade levels. (SM)

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SOCIAL STUDIES PROGRAM

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SOCIAL STUDIES PROGRAM

The University of the State of New York
The State Education Department
Bureau of Curriculum Development
Albany, New York 12234
1982

1987 Updated Edition

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FOREWORD

During the period in which the K-6 social studies program was initiated, developed, field tested and revised for publication, participation in the syllabus development process dealt with some persistent and difficult issues. Among them were the following:

- How can social studies curriculum address student needs and interests?
- How can a K-6 program provide a foundation for students living in a rapidly changing global world?
- How can process elements as keys to lifelong learning be incorporated into a social studies program?
- How can an elementary program reflect increasing knowledge about child development and learning?
- How can syllabus material give attention to the learning environment as well as the learning content?
- How can syllabus material help teachers deal with content selection?
- How can social studies experiences encourage students to accept the responsibilities of participatory citizenship?
- How can syllabus materials meet the needs of a diverse State, giving sufficient direction and yet providing flexibility?
- How can materials prepared this year be relevant next year, and the next?
- How can students be led to consider the future as well as the past and present in social studies?
- How can we educate for multicultural understanding and cooperation in an increasingly interdependent world?

These issues continue to be of concern today. As local districts organize for curriculum development and for instruction in social studies they must consider those issues carefully.

The content, concept and skill goals of the State social studies program represent educational outcomes. It is toward these outcomes that the district program should be directed. These outcomes provide a framework,

or guide to curriculum development. Content specifics and programs should be based on this framework. Each theme, unit and lesson should be planned with attention to the content, concept and skill learning it fosters. The New York State social studies program outcomes can be represented visually as follows:

N. Y. S. SOCIAL STUDIES PROGRAM GOALS

SKILLS

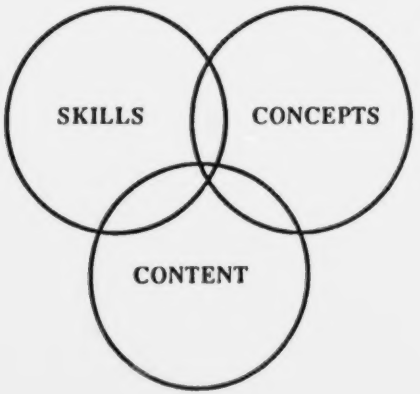
Gathering Information

Using Information

Presenting Information

Participating in Interpersonal and Group Relations

Self-Management



CONTENT

Historic
Geographic
Economic
Political
Social

CONCEPTS

K - 6

Change
Citizenship
Culture
Empathy
Environment
Identity
Interdependence
Nation-State
Scarcity
Technology

7 - 12

Choice
Diversity
Human Rights
Justice
Political System
Power

It is not possible to include in a syllabus all the possible examples which can be used to develop the ideas which the syllabus provides. A district curriculum development team, and the individual teachers in the district's classrooms, must exercise sound professional judgment in the selection of well balanced materials.

This 1987 edition of the New York State Social Studies Program, reflects some changes from the 1982 program. These changes, which came about through dialogue and active involvement of educators, are summarized below.

- the addition of a graphic symbol accompanied by notes to teachers recommending attention to multicultural content. In our diverse society, it is critical that multicultural content be used to build the self-esteem and identity of all students. All curriculum documents should build toward constructive attitudes toward diversity for all students.

- the addition of appropriate content examples which will help districts to make decisions about which data to use to illustrate the content objectives for the units

- updating of the resource column to reflect current material available to teach the program's content, concepts and skills

- cosmetic changes which will make the syllabus easier to use

The Bureau of Social Studies Education and the Bureau of Curriculum Development continue to encourage dialogue about this and other publications. In addition, these bureaus welcome copies of local guides or other materials developed to implement the social studies program. For assistance in developing local materials the readers may want to consult:

Curriculum Development: A Handbook for School Districts (The State Education Department)

Supervision Manual: Social Studies Program (The State Education Department)

SSEC Curriculum Development Manual

NCSS Document; Curriculum Guidelines

or call the Bureau of Social Studies at (518) 474-5934 or 474-5978.

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The New York State Education Department wishes to thank the more than one hundred school districts which field-tested these materials.

The K-6 social studies curriculum revision would not have been possible without the extraordinary cooperation of the District Superintendents and their Boards of Cooperative Educational Services (BOCES) throughout the State. They were represented by their Curriculum Committee chaired by Freeman A. VanWickler, District Superintendent, Delaware-Chenango-Madison-Otsego BOCES. The K-6 project administration was conducted under the supervision of Mr. William Crocoll, former District Superintendent Erie II BOCES.

The K-6 social studies curriculum revision was completed under the direction of Donald H. Bragaw, chief, Bureau of Social Studies Education. Judith S. Wooster, associate in the Bureau of Social Studies Education, served as project coordinator and was assisted by Jacob I. Hotchkiss, associate. The manuscript was reviewed by Coe Dexter, John Dority, and Kenneth Wade, associates, Bureau of Social Studies Education. George Gregory, associate, Bureau of General Education Curriculum Development, assisted in the development of the material and prepared it for press. Carol Doney, Catskill Central School District, prepared the 1987 update of this Grade 1 Program.

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TEACHER NOTEBOOK

The Teacher Notebook appears at the beginning of every grade level segment of the K-6 social studies syllabus. Its goal is to elaborate on the key features of the program, suggesting relevant classroom applications.

While the sections of the Teacher Notebook may be read separately, in essence they each represent necessary pieces of the whole social studies program and set the stage for use of the syllabus.

CONCEPT GOALS OF THE ELEMENTARY PROGRAM

Concepts are content organizers. They are mental images or word pictures conveyed by a single word or word combination. The following characteristics apply to concepts.

A concept is:

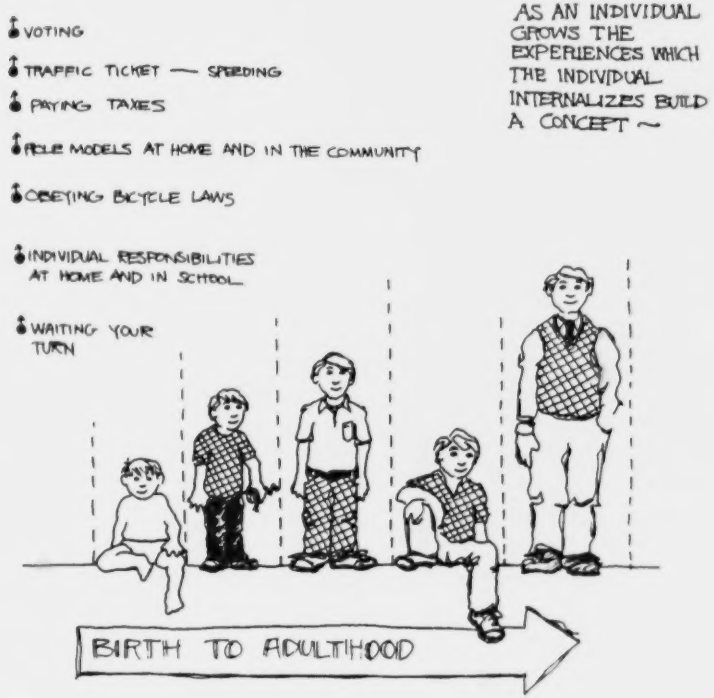
- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to expansion of meaning and delineation of detail, as experience provides different settings and different relationships in new contexts.

Concepts are constructed by students through interactions between their mental structures and their environment. This process of restructuring knowledge is:

- ongoing
- stimulated by active involvement
- developmental in nature.

Illustrated graphically, a student grows to incorporate new experiences into his/her existing framework and at the same time modifies that mental framework, changing and extending it. In recognition of the developmental nature of concept learning, the concept goals of the K-6 social studies program are highlighted on each syllabus page. Content understandings and activities are designed to foster conceptual growth.

All school and life experiences influence a person's perception of a concept such as ~ Citizenship


VOTING
TRAFFIC TICKET — SPEEDING
PAYING TAXES
ROLE MODELS AT HOME AND IN THE COMMUNITY
OBEYING BICYCLE LAWS
INDIVIDUAL RESPONSIBILITIES AT HOME AND IN SCHOOL
WAITING YOUR TURN
AS AN INDIVIDUAL GROWS THE EXPERIENCES WHICH THE INDIVIDUAL INTERNALIZES BUILD A CONCEPT ~
BIRTH TO ADULTHOOD

The ten key concept goals of the K-6 social studies curriculum are:

CHANGE
basic alterations in things, events, and ideas

CITIZENSHIP
membership in a community (school, state, nation....) with its accompanying behaviors, rights, and responsibilities

CULTURE
the way of living any society develops to meet its fundamental needs

EMPATHY
the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others

ENVIRONMENT
surroundings, including natural elements and elements created by humans

IDENTITY
awareness of one's own values, attitudes, and capabilities as an individual and a member of groups

INTERDEPENDENCE
reliance upon others in mutually beneficial interaction and exchange

NATION-STATE
a geographic/political organization uniting people by a common government

SCARCITY
the conflict between unlimited needs and wants and limited natural and human resources

TECHNOLOGY
the tools and methods used by people to get what they need and want

Further elaboration and definition of these concepts are included in the syllabus. Through social studies experiences in the elementary grades, students will build mental categories which provide a foundation for social studies learning in grades seven through twelve.

There is a great deal educators need to learn about teaching for concept learning. This syllabus offers a starting point for incorporating concept goals into social studies planning. Local districts are encouraged to elaborate on and refine these efforts.

SKILL GOALS OF THE ELEMENTARY PROGRAM

The incorporation of skills into the elementary social studies program has grown out of increased emphasis upon skill development in all educational fields. The following skills list categorizes skills which are chiefly social studies skills as well as those skills which are interdisciplinary. Items from the skills list have been incorporated into the syllabus at every grade level. Teachers are encouraged to plan each social studies lesson with regard to systematic skills development using this list as it is written or as it is amended to meet local needs.

Suggested Skills List

I. Getting Information

Identifying a variety of sources of information

- multiple sources of the same types of information
- varying approaches, viewpoints, interpretations
- reference works, newspapers, magazines, primary and secondary sources
- tables, graphs, charts, diagrams, pictures
- maps, globes, atlases, vocabulary
- visuals, field trips, artifacts
- listening
- observing

Recognizing advantages and limitations of various sources

Locating sources of print and nonprint information

- libraries (card catalogs, indices, library guides such as Readers' Guide to Periodical Literature)
- tables of contents, appendices, glossaries, bibliographies, and indices
- museums, galleries, public and private collections, motion pictures, television, radio, recordings, conversations, interviews

Identifying the types and kinds of information needed by

- recognizing information that is relevant as differentiated from information that is irrelevant
- using subquestions and/or predicted consequences
- understanding purposes for which information is to be used

Locating information in print and nonprint sources

- main elements
- main ideas
- supportive elements

Organizing collected information

- orderly, precise, summarized notes
- cited sources

II. Using Information

Classifying and/or categorizing data by

- selecting appropriate headings for data
- distinguishing between relevant and irrelevant information and events
- placing ideas in order, chronological and other

- developing tables, charts, maps, and graphs to clarify data and ideas
- identifying differences and similarities in data

Evaluating data by

- differentiating fact from opinion
- identifying frames of reference
- identifying value laden words
- detecting evidence of propaganda
- evaluating author's or person's qualifications

Drawing inferences from data by

- identifying relationships among the parts
- detecting inconsistencies
- weighing conflicting facts and statements

Checking on completeness of data and questioning hypotheses based on sufficiency of evidence by

- using simple mathematical and statistical devices to analyze data
- testing, refining, and eliminating hypotheses and working out new ones when necessary
- drawing conclusions

Generalizing from data by

- applying previously learned concepts and generalizations to the data or situation
- checking reasoning against basic principles of logic and looking for inconsistencies, limitations of data, and irrelevancies

- creating a broad statement which encompasses findings

Scrutinizing possible consequences of alternative courses of action by evaluating them in light of basic values, listing arguments for and against such proposals, and selecting courses of action most likely to achieve goals.

Revising generalizations in the light of new data

III. Presenting Information

Speaking in an effective way by

- spending sufficient time in planning and preparing, whether it be for an individual oral report or as a member of a panel, debate, forum, etc.
- talking in complete sentences
- keeping to the topic
- using appropriate visuals
- learning and developing the skills of being a discussion leader or participant

Using media and various visuals for communicating ideas by

- previewing such media and visuals
- preparing appropriate commentary
- using a variety of media forms: films, filmstrips, photographic essays, etc.
- constructing and using appropriate tables, charts, graphs, cartoons, etc.

Writing in an expository way by

- thinking logically

- communicating ideas coherently
- forming generalizations based on appropriate data
- supporting such generalizations through the use of relevant factual information
- using different forms of written exposition: investigative, informative, interpretive, argumentative
- following an acceptable format that includes an introductory element, a body containing the basis of the exposition, and a conclusion

Recognizing and using nonverbal means of communicating by

- understanding the variety of kinds of non-verbal communications: gestures, touching, eye language, handling of body trunk, etc.
- appreciating that the amount and kind of non-verbal communications vary from culture to culture

IV. Participating in Interpersonal and Group Relations

Incorporating a set of positive learning attitudes by

- recognizing that others may have a different point of view
- observing the action of others
- being attentive to situational as well as personal causes of conflict
- listening to reason
- recognizing and avoiding stereotypes
- withholding judgment until the facts are known
- objectively assessing the reactions of other people on one's own behavior

Participating in group planning and discussion by

- following democratic procedures in helping to make group decisions
- initiating ideas
- giving constructive criticism
- suggesting means of group evaluation
- suggesting ways of resolving group differences
- anticipating consequences of group action

Assuming responsibility for carrying out tasks

- individual
- group

Being alert to incongruities and problems

Defining basic issues by

- defining terms
- identifying basic assumptions
- identifying value conflicts

Setting up hypotheses and/or alternative courses of action.

NOTE: The skills described as self-management skills pertain to a student's growth in affective areas.

These skill goals can be summarized as decreasing egocentricity, ethnocentricity, and stereotypic behavior and developing constructive attitudes toward change, ambiguity, diversity, and conflict.

While these skills are some of the most difficult to achieve, they pervade the social studies program and the entire school program.

V. Self-Management Skills[1]

Decrease Egocentric Perceptions

- evidencing a growing capacity to recognize the existence of perspective and to project themselves into alternative perspectives
- evidencing a growing capacity to explain why they might feel or act the same way as another, were they in the other's social and situational setting
- evidencing a growing capacity to accept alternative perspectives as being legitimate explanations of the differing perceptions of others
- evidencing a growing capacity to consider and act in response to the interests and welfare of others

Decrease Ethnocentric Perceptions

- demonstrating a growing capacity to make and prefer statements about their groups that do not imply a standard by which all other groups are judged
- evidencing a growing capacity to make and prefer statements about other groups which do not use their own groups as a standard
- showing a growing ability to consider and act in response to the interests and welfare of others' groups in addition to those of their own group

Decrease Stereotypic Perceptions

- evidencing a growing capacity to use and prefer qualifying statements that restrict the scope of the characteristics of phenomena
- evidencing a growing capacity to use and prefer tentative characterizations of perceived phenomena, thus indicating their awareness that both the state of the phenomena and the viewer's perception of them are subject to change

Increase the Ability to Empathize

- demonstrating a growing capacity to describe accurately the thoughts and feelings of others

---

[1]Reprinted with permission from Skill Development in Elementary Social Studies: A New Perspective, by Barbara J. Winston and Charlotte C. Anderson (Boulder, CO: Social Science Education Consortium and ERIC Clearinghouse for Social Studies/Social Science Education, 1977).

- evidencing a growing ability to avoid pejorative explanations of behaviors different from their own

Develop Constructive Attitudes Toward Diversity

- demonstrating a growing capacity to accept diversity as inevitable and natural

- evidencing a growing capacity to respond to diversity by defending or promoting desirable differences and condemning or reducing undesirable differences
- showing a growing ability to recognize the moral complexity inherent in diversity and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Change

- demonstrating a growing capacity to perceive change as inevitable and natural
- evidencing a growing capacity to recognize the ramifications of change
- evidencing a growing capacity to defend and promote desirable change and condemn or impede undesirable change
- showing a growing ability to recognize the moral complexity inherent in change and to seek humane solutions for such moral dilemmas

Develop Constructive Attitudes Toward Ambiguity

- evidencing a growing capacity to perceive ambiguity as natural and inevitable
- developing a growing capacity to tolerate ambiguity

Develop Constructive Attitudes Toward Conflict

- demonstrating a growing capacity to perceive that conflict is inevitable and natural
- evidencing a growing ability to perceive conflict as potentially manageable and to identify and use alternative methods of managing conflict
- becoming more adept at recognizing the moral complexity inherent in any conflict situation

STUDENT EVALUATION

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature, and can be used to:

- determine a student's readiness for learning
- provide the student and teacher with guidance in assessing ongoing learning progress
- aid in student self-evaluation
- indicate individual or group instructional needs
- demonstrate student achievement in knowledge and skill acquisition
- indicate the effectiveness of classroom procedures, strategies, and materials
- provide qualitative and quantitative feedback on performance for parents, teachers, and students themselves.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- To what degree of success?
- How can we know?

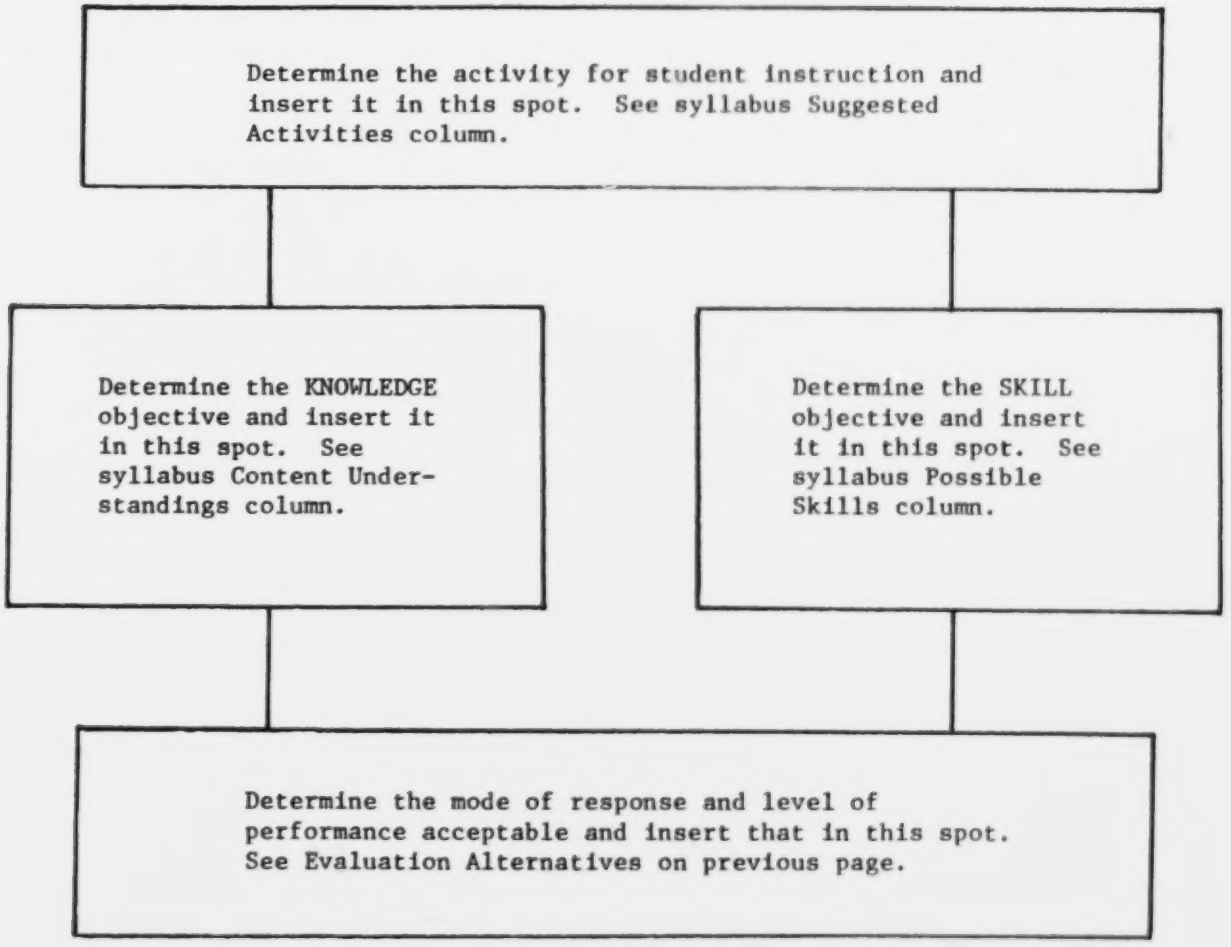
The ASSESSMENT OF OUTCOMES MODEL explained on the next page can help a teacher answer these three questions.

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about the knowledge and skill progress of students, and assist in planning for social studies learning.

The following list of different methods of evaluation may act as a teacher checklist.

- Observations
- Rating scales and checklists
- Conferences with individuals or groups
- Group discussions
- Anecdotal records
- Problem-solving and value clarification processes and skills
- Higher level analytical questioning
- Teacher-made objective tests
- Standardized tests
- Expository and creative writing
- Student criteria setting and self-evaluation
- Student peer evaluation
- Role play and simulations
- Culminating projects

To use the ASSESSMENT OF OUTCOMES MODEL for planning and evaluating...


Determine the activity for student instruction and insert it in this spot. See syllabus Suggested Activities column.
Determine the KNOWLEDGE objective and insert it in this spot. See syllabus Content Understandings column.
Determine the SKILL objective and insert it in this spot. See syllabus Possible Skills column.
Determine the mode of response and level of performance acceptable and insert that in this spot. See Evaluation Alternatives on previous page.

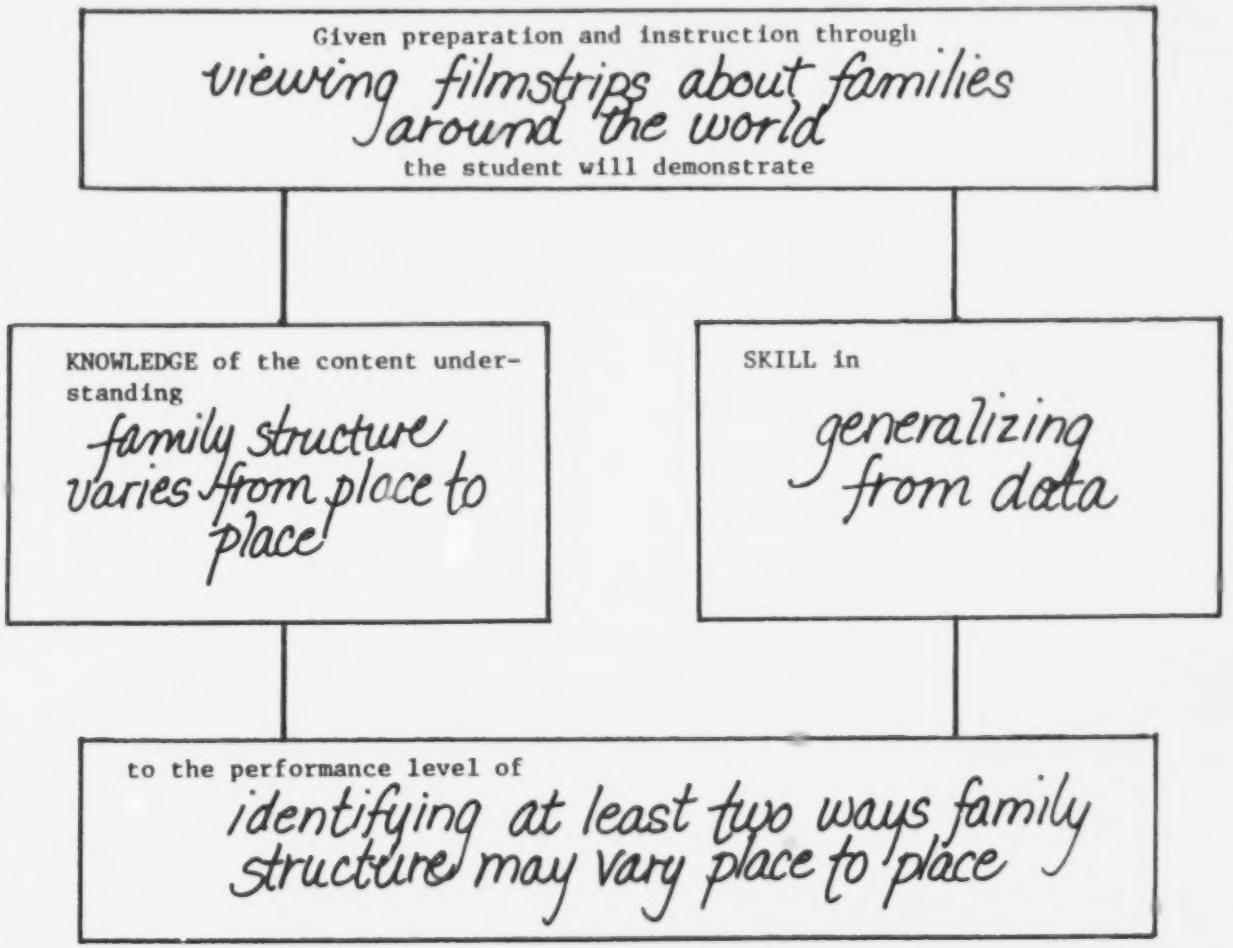
Building toward the CONCEPT(S) of _____.
Enter 1 or more of 10 program concepts

A sample form is completed on page 12. A form for duplication and use is included on page 13.

ASSESSMENT OF OUTCOMES MODEL

Teacher: Sample Date: _____

Grade: _____

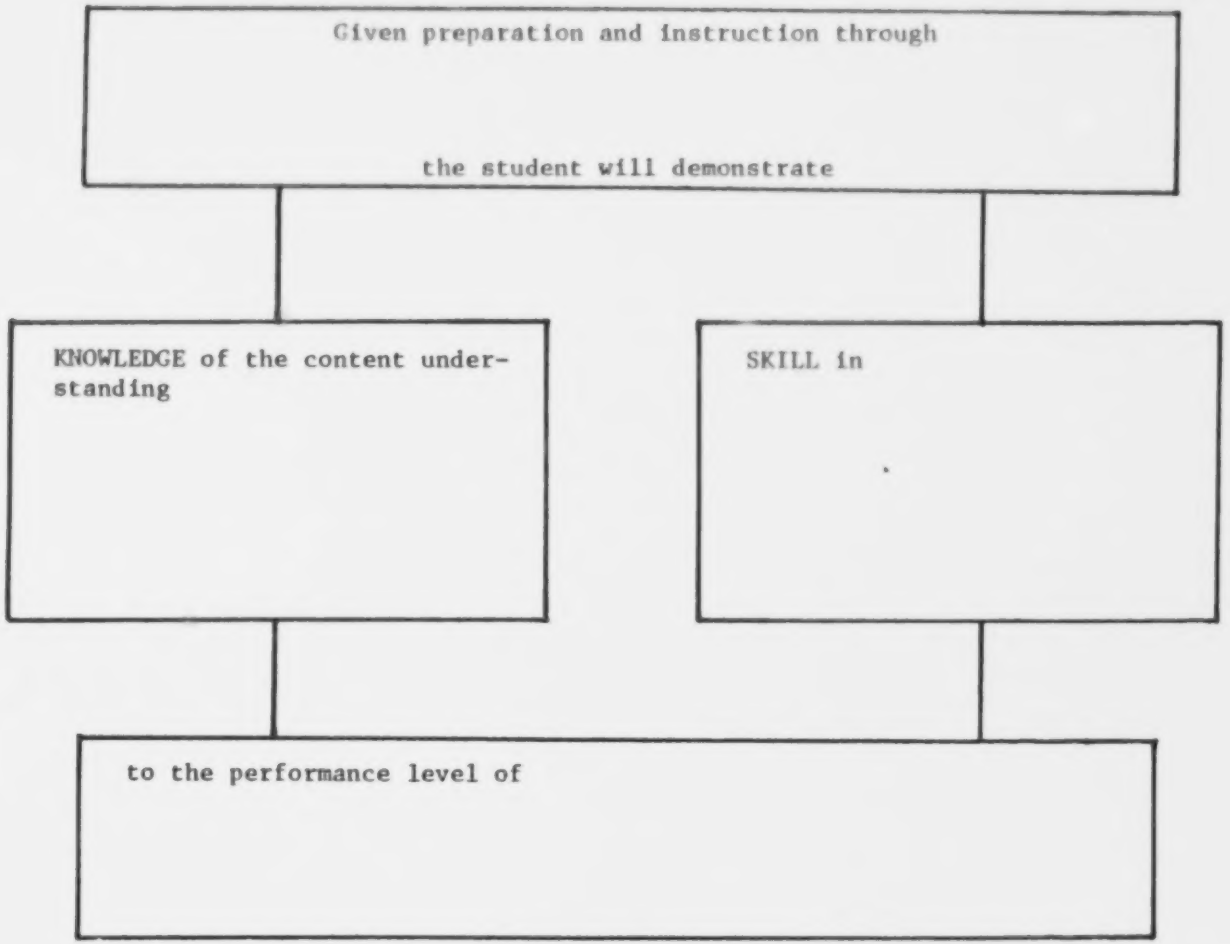

Given preparation and instruction through
viewing filmstrips about families around the world
the student will demonstrate
KNOWLEDGE of the content understanding
family structure varies from place to place
SKILL in
generalizing from data
to the performance level of
identifying at least two ways family structure may vary place to place

Building toward the CONCEPT of CULTURE.

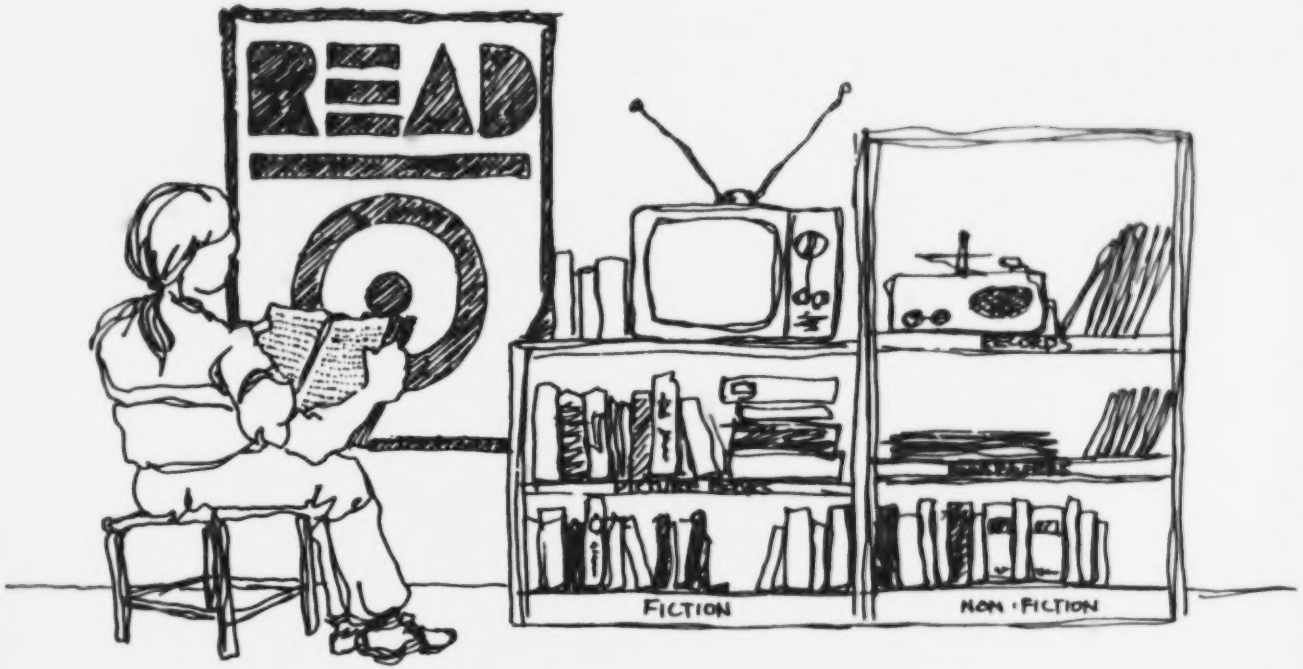
ASSESSMENT OF OUTCOMES MODEL

Teacher: _____ Date: _____

Grade: _____


Given preparation and instruction through
the student will demonstrate
KNOWLEDGE of the content understanding
SKILL in
to the performance level of

Building toward the CONCEPT(S) of _____.


READ
FICTION
NON-FICTION

LINKING LITERATURE TO SOCIAL STUDIES

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as empathy and appreciation of diversity
- reinforcing skill goals of the elementary school
- interdisciplinary planning

There are many ways to set the stage for the use of children's books in social studies:

- Oral Synopsis - Present a short capsule review of book, describing its theme, while attempting to motivate students to read it.
- Independent or Small Group Contract - Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic. Arrangements are made at this time for project outcomes.
- Integration with an English Language Arts Literature Unit - Plan an interdisciplinary unit linking English language arts and social studies. Books can be read by the student which are associated with the content and/or concepts being taught in social studies. Provisions can be made for activities before, during, and after reading the books.
- Independent and Sharing Activities - It is important that once a student has selected a book, that time be allotted for reading and sharing it with classmates. There are many follow-through activities which a child may engage in as a culmination to reading a book. It is highly beneficial to have children experience the process of talking about their book and possibly reading from it with others.
- Reading Book Aloud to Class (or Group) - Teacher may select a literary piece which ties in appropriately with a particular social studies unit. Book suggestions appear in the Resources column of the syllabus. Discussions can emerge from the story as well as a whole range of activities from role playing to story writing.
- Library Center in the Classroom - Display selected books, articles, and brochures which complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom - Invite a children's author to the classroom to share with students the research, writing, and publishing process.
- Incorporate Literature into the Reading Program - Use social studies related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources column of the syllabus suggests children's literature selections that complement the program. Teachers are encouraged to work with library media personnel to expand local collections and add to the lists of suggested books.

DEVELOPING CITIZENSHIP COMPETENCY

School and classroom climate is a part of the hidden curriculum that can support or undermine learning for effective citizenship. Both curricular content and classroom climate must work together to educate students to be participants in democratic groups. Students need to practice the skills of citizenship today, in classrooms and schools, in order for them to become contributing citizens of the community, state, and nation in the future.

The goal of educating for civic competency is one of the most important tasks of schools. Social studies education assumes a primary role in citizenship education. In attempting to define basic education in citizenship for students, The Basic Citizenship Competencies Project identified seven competencies students should be learning in order to act responsibly and protect their interests as citizens.[2]

1. ACQUIRING AND USING INFORMATION:

   Competence in acquiring and processing information about political situations.

2. ASSESSING INVOLVEMENT:

   Competence in assessing one's involvement and stake in political situations, issues, decisions, and policies.

3. MAKING DECISIONS:

   Competence in making thoughtful decisions regarding group governance and problems of citizenship.

4. MAKING JUDGMENTS:

   Competence in developing and using standards such as social justice, morality, ethics, and practicality to make judgments about people, institutions, policies, and decisions.

5. COMMUNICATING:

   Competence in communicating ideas to other citizens, decision makers, leaders, and officials.

6. COOPERATING:

   Competence in cooperating and working with others in groups and organizations to achieve mutual goals.

7. PROMOTING INTERESTS:

   Competence in working effectively with bureaucratically organized institutions in order to promote and protect one's interests and values.

These competencies of citizenship, like any others, are best developed through:

- application in a relevant context
- active, rather than passive, citizenship experiences
- reinforcement through practice.

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[2] Richard C. Remy. Handbook of Basic Citizenship Competencies (ASCD, 1979), pp. 3-4.

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Fortunately, the school is rich in potential as a citizenship learning environment. The formal curriculum can surely assist in building competency in the seven areas of citizenship. The K-6 syllabus has incorporated activities, skills, and content aimed at civic literacy.

However, the formal curriculum is only one dimension of education for citizenship competency. Consider citizenship as the rights, responsibilities, and tasks associated with the governance of the various groups to which a person belongs, including the family and school. Students, as citizens of the classroom and school, are practicing citizenship as they move through the halls, use school supplies and materials, and interact on the playground. The seven competencies of citizenship can indeed be developed, practiced, and reinforced, at all grade levels.

The following list offers suggestions for participatory citizenship opportunities in the classroom, school, and community, based on the seven basic competencies. The ideas illustrate how school and community action-oriented projects can stress the process dimension of citizenship.

1. ACQUIRING AND USING INFORMATION:

   - Students can work in groups to gather and organize information using at least four different sources, then compare and evaluate their data.
   - Students can go on a school information scavenger hunt to answer their own questions through observation and interview.
   - Students can invite community resource people to the classroom to answer questions related to local issues of concern.
   - Students can attend open hearings, board meetings, etc., to gather information.

2. ASSESSING INVOLVEMENT:

   - Students can identify a classroom or school problem and brainstorm many possible consequences if an action were taken. Use the "What if...?" sentence stem to suggest alternatives.
   - Students can role play relevant school problem situations then, in debriefing, consider the consequences of an individual player's actions.
   - Students can collect and discuss news articles describing how action taken by local residents affected others.
   - Students can visit a school board meeting and identify ways board members' beliefs were reflected in board action.

3. MAKING DECISIONS:

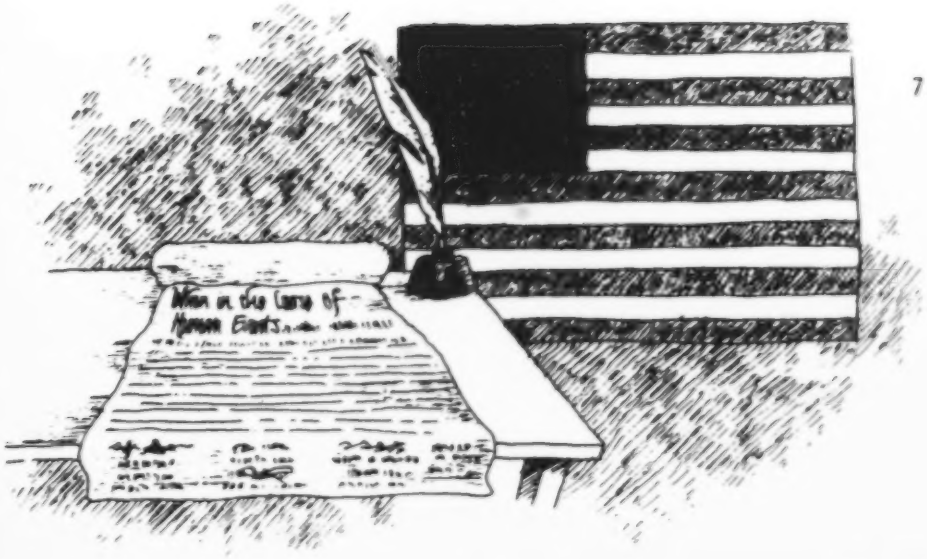
   - Given a real classroom or school problem, students could brainstorm a list of alternative solutions.
   - Students could draw or write what consequences they would personally have in a dilemma situation, then compare and discuss alternatives others listed.
   - Students might role play the main characters involved in an actual community controversy, attempting to generate alternatives in their roles.
   - Students could write letters to the local paper suggesting preferred alternatives in a local issue.

4. MAKING JUDGMENTS:

- Students might list criteria by which a school or classroom rule could be judged, then judge several rules using the criteria as a checklist.
- Students could work in small groups to generate criteria for making a decision about a classroom issue, then compare the criteria.
- Students might study a local issue, and generate criteria by which alternative solutions could be judged. They could role play a hearing, then judge the outcome and decision.

5. COMMUNICATING:

- Students could present their views informally in small groups by reacting to and discussing school and classroom issues written on situation starter index cards.
- Students might present opinions and arguments to support a position on a class rule in a class meeting.
- Students could prepare a position statement on a local issue and present it in a public meeting.
- Students might brainstorm a list of arguments to support a belief, then write individual letters to the editor based on the list.



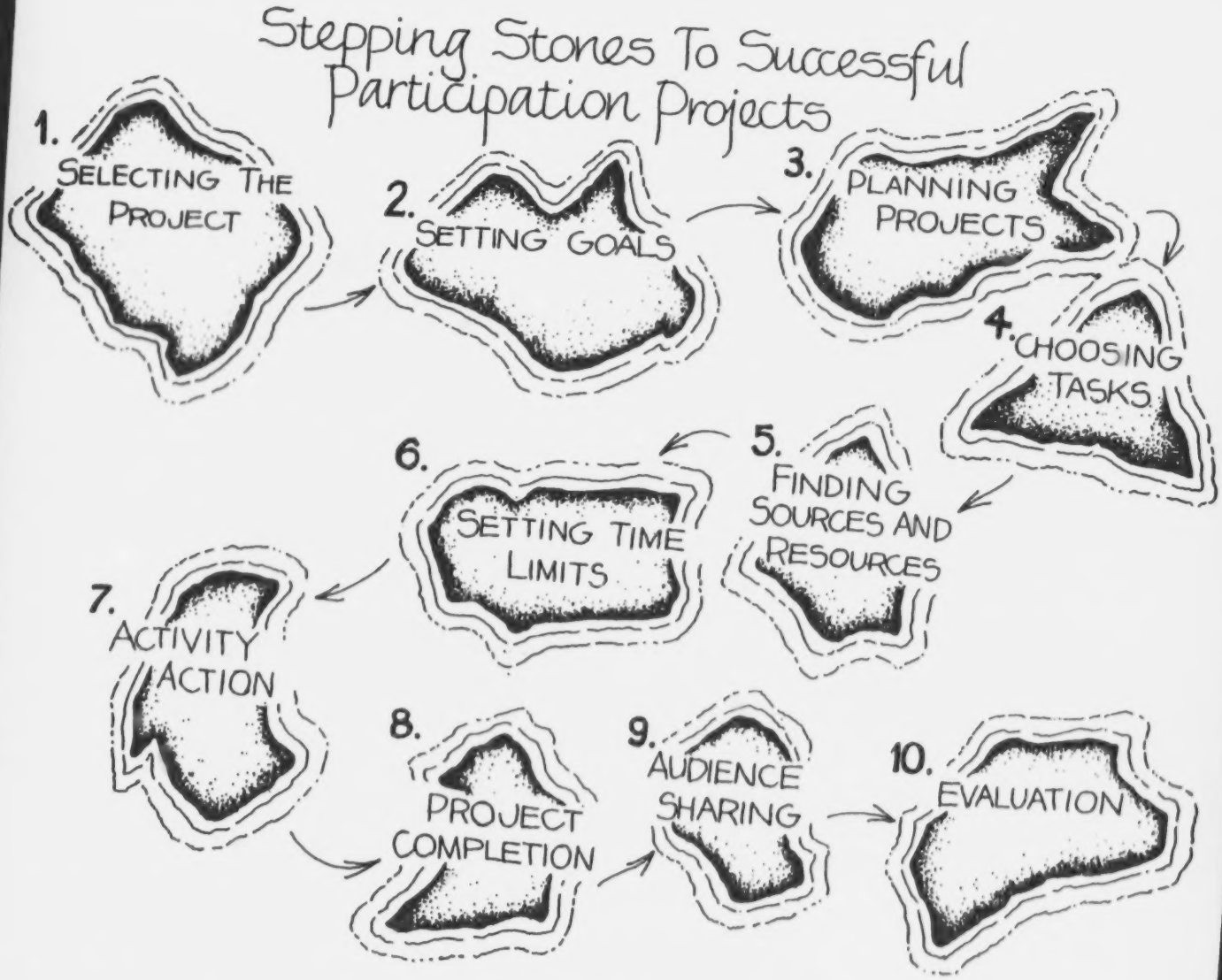
6. COOPERATING:

- Students might work with others in task groups to carry out a classroom responsibility.
- Students could participate in a multiage group acting as a task force to work on a school problem issue.
- Students could participate in a community project, cooperating as leaders and followers.
- Students might send representatives to serve on community groups and boards.

7. PROMOTING INTERESTS:

- Students could list ways to influence a decision on a class or school issue, then select and try an appropriate strategy.
- Students might organize a group for the purpose of promoting a change in classroom or school policy.
- Students could work with community resource people to draw up appropriate action plans for dealing with a local community issue.
- Students could participate in an interest group acting on a community issue.

In addition to these suggestions, the development of classroom Participation Projects described in this introductory material offers a wide range of opportunities for students to work with relevant content and practice the participatory competencies basic to effective citizenship.


Stepping Stones To Successful Participation Projects
1. SELECTING THE PROJECT
2. SETTING GOALS
3. PLANNING PROJECTS
4. CHOOSING TASKS
5. FINDING SOURCES AND RESOURCES
6. SETTING TIME LIMITS
7. ACTIVITY ACTION
8. PROJECT COMPLETION
9. AUDIENCE SHARING
10. EVALUATION

DEVELOPING PARTICIPATION PROJECTS

At every grade level, teachers are encouraged to work with students to plan and organize major Participation Projects. These Projects should become a vital and integral part of the social studies program. They provide excellent opportunities for accomplishing the following objectives:

- the development of meaningful relationships in the minds of students between content study and real-life applications of learned material and skills
- the integration of content areas through an interdisciplinary approach
- the meeting of the diverse needs of all types of learners through activities that allow for contributions from all pupils
- the provision for many types of expressive outlets suitable to all talents and abilities
- the integration of skills and processes with content learning
- the integration of cognitive, creative, and affective learnings
- the emphasis on active participation as a building block of citizenship.

Because Participation Projects can extend over long periods of time and include all of the social science disciplines, it is easy to feel overwhelmed by their scope and range. However, the key to successful accomplishment of any of the Projects lies in the very title Participation Projects. The Projects are designed to be planned <u>with</u> students, and students are expected to carry out many of the major roles necessary for completion of the Projects as a vital part of the learning process. If the teacher's role is seen as a guide and facilitator, the task is reduced to manageable size.

The Stepping Stones guidelines offer suggestions for developing and managing Participation Projects leading to maximum learning and enjoyment for teachers and students. The chart provides an outline of the sequence of major steps in any Participation Project. This can be copied and placed on a bulletin board or placed where students can easily refer to it daily. As each step is completed, an indicator can be placed on that step, allowing pupils a visual record of what has been done and what needs to be accomplished. Simplification might need to be made to adjust for your grade level, but the basic steps remain the same throughout the development of any Participation Project. See the list of suggested, specific Participation Projects for your grade level as well as guidelines for carrying out projects.

PARTICIPATION PROJECTS STEPS: SOME GUIDELINES

Stepping Stone 1 — *Selecting the Project*

It is imperative to the development of citizens capable of making wise choices to be a part of the process of choosing the Project to be undertaken. Even if the teacher feels strongly in favor of certain Projects, he/she can most likely provide at least two choices. This still affords pupils the opportunity to participate in the selection process, which should include:

- suggesting alternatives
- brainstorming pros and cons
- listing and discussing pros and cons
- voting
- accepting the decision

Stepping Stone 2 — *Setting Goals*

Even the youngest of children should be involved in developing, setting, and working to meet goals. As with all the steps in the Participation Project process, the relationships to real life should be pointed out, discussed, and clarified. Goal setting should include:

- discussing all possibilities
- selecting and listing goals for individuals and groups
- refining the list to those goals that are relevant and possible
- planning ways to accomplish goals

Stepping Stone 3 — *Planning Projects*

Involving students in the planning of each part of a project helps to provide a clear mental picture of what is expected and generally results in increased cooperation and response. This step affords excellent opportunities to utilize techniques such as "webbing," brainstorming, etc., as well as allowing for differentiated instruction through plans developed by, as well as for, special needs of specific students.

Stepping Stone 4 — *Choosing Tasks*

Students should be encouraged to honestly assess personal and group strengths and needs, talents, and weaknesses. Through the use of "job applications," discussions of necessary skills, etc. pupils can be guided toward realistic individual and group choices of tasks for the Project. Application of this introspection to future career choices is obvious.

Stepping Stone 5 — *Finding Sources and Resources*

Involving students in this planning aspect not only increases their level of active participation, but provides an opportunity to expand their awareness of the variety of resources available. It is important to emphasize going beyond books to include human and multi-media sources. Equally important is a stress on reaching out into the community, affording chances to guide students in telephone and interview techniques, and in seeing practical uses for skills such as letter writing. Each of these activities stresses much needed organizational skills, which are in turn applicable to many other academic and life areas.

Stepping Stone 6 — *Setting Time Limits*

By postponing the setting of time limits to this stage of the Project process, students are more aware of the scope of the activity through their participation in

planning and are better able to anticipate required amounts of time necessary for completion. Realistic planning of time aids in the successful meeting of goals. By meeting the time limits of the Project, students are learning how to budget their time.

Stepping Stone 7 *Activity Action*

As good citizenship requires active participation, this step is imperative and must involve each pupil in some way. Several considerations of importance to success are:

- daily checks of each task group
- weekly evaluation sessions of group reports by the entire class stressing constructive use of criticism
- use of planning charts as visual means of planning for individuals and groups
- checklists which provide for ongoing review

Stepping Stone 8 *Project Completion*

This stage involves setting standards, listing criteria, and assessing work to date. These steps form the basis for completion of the Project.

Creative problem-solving skills, brainstorming, and encouragement of divergent thinking can be applied to settle problems and disputes which can arise at this point.

Stepping Stone 9 *Audience Sharing*

It is vital to Participation Projects, which require more time and effort than day-to-day activities, that the product be shared. Feedback is very important in helping children to realistically assess their work. Use of organized means of obtaining opinions will aid pupils in future research projects.

Stepping Stone 10 *Evaluation*

Essential to adult life is the ability to reflectively and critically evaluate one's work. Participation Projects should allow this process to develop in a nonthreatening atmosphere, free from direct or indirect punitive measures in order to lead to growth in honest and open evaluation. This process might include evaluation forms, oral feedback, and critiques from the experts. Positive aspects should be brought out and reinforced, with stress being put on evaluation in relation to previously set goals.

Grade 1

PARTICIPATION PROJECTS

Picture Pen Pals

Students could draw pictures, take photos, or send picture post cards of themselves, their families, homes, school, church, pets, etc., to pen pals in other areas. Records of the letters sent and received could be kept on a growing "book" of chart paper with experience stories centered around the social studies grade level understandings, concepts, and skills. Using the charts and chart vocabulary, students could send individual or small group mailings working in a Pen Pals Learning Center.

Greeting Card Company

Students can work to plan, organize, and carry out a greeting card project reinforcing the Grade One emphasis on home, family, and school. Using sample themes such as "People Need People," "Everyone is Special," or "Happy Birthday from My House," students could create greeting card "fronts" based on their family customs, tradition, and heritage. An economics project could be built around selling these.

Gallery Shows

Students could illustrate some of the social studies understandings they are learning in a gallery type showing. Student works might be generated around themes such as "Families Have Needs and Wants." Different art media might be employed. Students could plan and organize the hanging of the work, publicity, opening, staffing, and naming of the gallery. Interaction with local artists and gallery workers may be integrated. The works might be hung any place from hall walls to the outside of discarded appliance boxes.

Family Playhouse

A section of the room might be used as a dramatic arts corner where students could role play, mime, or use puppetry. Regularly scheduled teacher-guided activities in this area could be directed toward exploring content understandings through dramatic play. Open-ended stories could be enacted based on family dilemma situations (for example, limited funds and an upcoming family birthday). Customs, traditions, and rules in families could be themes for spontaneous or planned dramatic experiences. Role playing, problem-solving and decision-making situations can help foster these skills.

Schools Have Rules

Students could list on large charts the rules of school classrooms, special rooms (library, gym, art room, etc.), general spaces, (halls, playground, auditorium, cafeteria). This data could come from observations, interviews, and personal experience. They might identify who makes the rules in each of these settings and invite those rulemakers in to talk about their questions about the rules. Questions prepared by the students could be sent to the invited guest. This project could extend to the rules in the community as well. As a follow up, students could plan, organize, and make decisions about classroom rules. (See *Materials Monitoring*)

Materials Monitoring

A classroom is filled with materials and supplies that require care, attention, and maintenance. Involving the students in planning and organizing routines and procedures, then evaluating the success of those routines encourages the development of many skills.

The project might begin with a listing of "Problems we have with the things in our room." Each problem on the list might be tackled in a creative problem-solving method in which students identify the problem, brainstorm alternative solutions, after consideration select a solution, try it, and evaluate it.

Graph-It Booklet: Who Are We?

Many of the understandings in the grade one syllabus lend themselves to graphic or chart form representation. As students consider such things as family size, country of birth of parent, and how long they have lived in their current home, graphs can be generated on large charts and/or duplicated for students to color, label, and use. These charts can be shared with other classes, used in question and answer games in the classroom, used as data for classroom activities. A collection of these charts in individual booklets would make an interesting record for students and parents.

Feelings Folder

The affective concerns of the child are a part of social studies instruction. Activities in the classroom could lead to pages of a book the child would keep as a personal feelings folder. Open-ended stories to be completed in pictorial form, face outlines to be filled in, and personal situations would be examples of things students could include in the folders.

CLASSROOM CLIMATE: A TEACHER SELF-CHECKLIST

The atmosphere developed by the environment and interaction in a classroom and school is a part of the hidden curriculum. Students learn to value the contributions of others if their ideas are valued by peers and adults. They learn to make responsible decisions if they are respected as capable of making decisions. Social studies learning is both taught and caught.

A beginning, middle, and end of year self-check could help a teacher use the hidden curriculum to further social studies learning in the classroom.

The following list of ideas related to classroom climate is included to act as a self-check for teachers.

Do I provide multilevel activities and materials varying the:

- mode of presentation (visual, auditory, tactile)?
- level of cognitive complexity?
- expectations to fit the needs of students?

Do I provide students with a role model and guide by acting as a:

- facilitator, enabling students to reach from one point to another?
- helper, assisting students when it is needed?
- leader, demonstrating maturity and goal directedness?
- planner/organizer, showing students how a large project can become manageable?
- manager, making sure all the supplies and materials are available?
- counselor, showing sensitivity and supportive caring?
- learner?
- collaborator, stressing none of us is as good as all of us?

Do I encourage mutual respect and an atmosphere conducive to risk-taking by:

- respecting, recognizing, and recording strengths?
- respecting student products by displaying them for others to view?
- sharing ideas willingly with colleagues?
- recognizing errors as vital to learning?

Do I create a responsive and supportive learning environment by:

- providing space for many types of active and quiet learning experiences, rearranging the room to accommodate learning styles?
- facilitating traffic flow?
- developing room maintenance procedures with students?
- collecting and displaying materials systematically?
- adjusting physical space to meet student needs?

Do I schedule flexibly by:

- planning blocks of time during which students will be doing a variety of tasks?
- involving students in planning and scheduling when appropriate?
- planning with individual learning rates and styles in mind?

Do I encourage active participation by:

- involving students in choosing from among learning options?
- limiting choices to a reasonable number?
- providing a wide variety of motivating materials?
- providing opportunities for relevant problem-solving activities?

Do I encourage interpersonal communication through conducting:

- informal classroom conversation before, during, and after school?
- student/teacher conferences?
- small group discussion?
- classroom meetings?
- decision-making and problem-solving activities?
- role playing activities?
- outdoor activities and field trips?

Do I recognize conflict and encourage its resolution through:

- consensus?
- compromise?
- critical thinking, thinking more deeply about the whole conflict or problem?
- cooperative effort, working together in a helping relationship?
- individual and group decision-making and problem-solving?

Do I foster creativity through:

- allowing thinking and response time?
- providing an abundance of materials?
- encouraging divergent thinking through planned activities?
- providing creative teaching as a role model?

CLASSROOM CLIMATE IMPROVEMENT PLAN

Based on my self-evaluation I plan to:

Through the following activities:

By target date:

SYLLABUS:

GRADE ONE

GRADE LEVEL OVERVIEW

The grade one social studies program focuses on helping students realize their roles as members of a family and school community. The development of identity and social interaction skills are stressed. The student will explore self, family, and school through the five perspectives shown on the grid on the following pages. Building on the kindergarten understandings, the grade one program encourages interdisciplinary learning to assist in developing the content, concepts, and skills of the program.

NOTE: Each district has a responsibility for building citizenship skills and beginning a multicultural awareness in its students by including activities, information and experiences about racial, ethnic, geographic and socio-economic groups that are representative of its own and different from its own.

Perspective	K-6 Program Generalizations	Kindergarten Understandings
Social	Individuals and groups have social/cultural needs and wants. Families represent the basic unit of society. Individuals and groups fulfill different roles in society. Groups interact in many ways in a society. Various groups and institutions transmit societal values. Present and future social/cultural decision-making increasingly involves consideration of global interdependence.	Each person has needs, wants, and abilities. Each person is unique and important. Throughout the world, most people live in families though families differ.
Political	Rules and laws are made to protect people and keep order. Government(s) (groups or individuals which have authority) are responsible for making, enforcing, and interpreting laws. Under a democratic way of life, people are citizens of, and participators in, various levels and kinds of governance. In a democracy people are guaranteed certain rights in exchange for responsibilities of citizenship. Present and future political decision-making increasingly involves consideration of global interdependence.	All children and adults have responsibilities. Rules affect children and adults. People make and change rules for many reasons. People make rules which involve consideration of others and provide for the health and safety of all. People make decisions which involve others. Each person can be a contributor to decision-making and problem solving. Citizenship includes an awareness of the symbols of our nation. Citizenship includes an awareness of the holidays and celebrations of our nation.
Economic	All people have basic economic needs and wants. People are consumers and producers of goods and services. People use human, capital, and natural resources to provide goods and services. People make decisions about the allocation of resources based on their values and goals. Production and distribution of goods and services are determined by mixed, command, or traditional economic systems. Present and future economic decision-making increasingly involves consideration of global interdependence.	Families have needs and wants. Communities provide facilities and services to help satisfy the needs and wants of members. People rely on each other for goods and services. People make decisions about the money they earn.

Grade 1 Understandings	Grade 2 Understandings
All people are alike and different in many ways although they share common characteristics. Each person is a unique individual. All people need others. Though families differ, most people live in families or family-like groups. Families may observe different festivals and celebrations in different ways. Family members may fulfill different roles at different times. All people need to learn, and they learn in many ways.	Families are found in all communities as a basic unit of society. Family members are interdependent. Some behaviors are learned from members of the community. Rural, urban, and suburban communities have social/cultural similarities and differences due to many factors.
People make rules to protect their health and safety, and to maintain order. People can make and change rules. In every family there are conflicts. Each person has a responsibility as a part of many groups. Citizenship includes an awareness of our nation's symbols. Citizenship includes an awareness of the patriotic celebrations of our nation.	Families develop rules to govern and protect family members. Students, teachers, and staff are all citizens of the school community and have rights and responsibilities. People in communities may have conflicts over rules, rights, and responsibilities. Every community has rules and laws to govern and protect community members. Our country, the United States of America, has leaders who make, explain, and carry out laws. Citizenship includes an awareness of the symbols of our nation. Citizenship includes an awareness of the patriotic celebrations of our nation.
People use tools. People work to earn money to buy things they need and want. Families organize to meet their needs and wants. Members of families work to meet their needs and wants. People are consumers and producers of goods and services. Communities are organized to provide services to people. People in families, schools, and communities all over the world must depend on others to help them meet their needs and wants.	People in all communities have needs and wants which are influenced by many factors and met in different ways. People in rural, urban, and suburban communities are producers of goods and services. People in rural, urban, and suburban communities are consumers of goods and services. People in schools are producers and consumers of goods and services. People in rural, urban, and suburban communities play specialized roles as workers. Through work, people in communities earn income to help meet their needs and wants. Communities collect taxes to provide services for public benefit. People in communities must make choices due to unlimited wants and needs and limited resources.

Perspective	K-6 Program Generalizations	Kindergarten Understandings
Geographic	Maps and globes help people to define areas and regions. Physical features, weather, and climate influence the way of life in an area or region. People influence the environment. Geography acts to unify or divide people in an area or region. Present and future decision-making about geographic issues increasingly involves consideration of global interdependence.	Directions are used for relation and location. Maps can be pictures of places. A globe is a representation of the earth.
Historic	Nations, people, and things are rooted in the past. Change is constant. The transmission of culture is an important human need. The history of people, nations, places, and events is interdependent.	All people change through their lives. Places and things change over time. Places and things sometimes remain the same. People celebrate important dates and events of the past. People may follow traditions and customs that are different from one another.

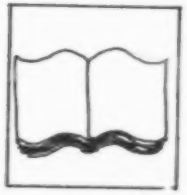
Grade 1 Understandings	Grade 2 Understandings
Places can be located on maps. The globe is a representation of the earth. Location and direction of an object can be stated as relative to some other object.	A community is located in a rural, urban, or suburban area. A rural, urban, or suburban community is influenced by many geographic factors. Symbols in our community are helpful to us. In some communities, life is influenced by seasonal change.
People, places, and things change over time. All families have a past. Some family customs are based on family history/heritage. Customs are learned from others. Our nation honors leaders of our past. Change is constant.	Each person in a community has an ethnic background which may be passed on to others. Schools change over time. Rural, urban, and suburban communities change over time. Communities celebrate their history. Communities of the future may be different in many ways.

SYLLABUS SYMBOL KEY

Symbols used in the syllabus portion of the social studies program are intended to encourage inter-disciplinary planning and a holistic view of classroom instruction. The key to the symbols which appear in the syllabus is as follows:

TEACHER NOTE

CITIZENSHIP



READING

COMPOSITION

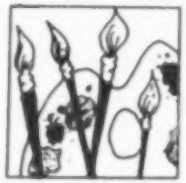
ORAL LANGUAGE

MATHEMATICS

SCIENCE

PHYSICAL EDUCATION

MUSIC



THE ARTS

MULTICULTURAL AWARENESS

ENVIRONMENT/ CONSERVATION

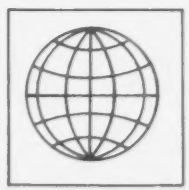
SECOND LANGUAGE/ BILINGUAL

LIBRARY/ LITERATURE

DRAMA

HUMAN RIGHTS

HANDICAPPED AWARENESS



GLOBAL PERSPECTIVE

FUTURE STUDIES

LAW-RELATED

EXPLANATION OF FORMAT

CONCEPT	CONTENT UNDERSTANDING	POSSIBLE ACTIVITIES
The concept goals for the K-6 social studies program are: • change • citizenship • culture • empathy • environment • identity • interdependence • nation-state • scarcity • technology Concepts are developed as students deal with examples through content specifics. In this column, the concept is listed with an explanation connecting it to the content understanding listed in the column to the right.	Content understandings form the knowledge goals for the K-6 program. The content at each grade level is organized around five perspectives: • social • political • economic • geographic • historic The content understandings in this section provide a guide for selecting specific factual content from available texts and other resources. Note that the empty dots appear in the syllabus as a reminder to encourage teachers to select and insert content relevant to local needs. The examples listed are suggestions.	There are many ways to develop a concept through social studies content. This column contains possible activities and suggestions for the teacher. These activities can enhance and complement the use of a variety of resources as well as provide for a variety of student learning rates and styles. Teachers are encouraged to amend or add activities to develop the concept and content at the left linking these to the skills at the right. Teachers are expected to guide their classes in developing participation projects that reflect their particular needs and interests.

NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ HORIZONTALLY.

EXPLANATION OF FORMAT

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Skill development is an integral part of the K-6 program. This column will suggest skills related to the activities at the left. The skills are grouped into categories of skills of: • Gathering Information • Using Information • Presenting Information • Participating in Interpersonal and Group Relations • Self-Management Note the skills framework may facilitate interdisciplinary planning.	This column contains suggestions to aid the teacher in developing evaluation strategies which measure student progress in reaching knowledge and skill goals. Note that assessment of knowledge and skill outcomes is encouraged.	This column contains resources to assist the teacher in developing concepts, content, and skills. Suggested children's books, audio visual resources, teacher references, and Participation Projects are included.
Teachers are encouraged to focus on skill development as a planned part of each lesson and activity, choosing skills appropriate to the needs of students and the goals of the activity.	Teachers are encouraged to select and devise evaluation strategies to match specific content and skill objectives.	Teachers are encouraged to select and add resources to this column and others on the page.

GRADE LEVEL SYLLABUS: ONE

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Identity • awareness of others' similarities to self • awareness of one's feelings toward self and others TN Concepts build through experiences over time in a developmental way.	All people are alike and different in many ways although they share common characteristics. • need air, food, water, shelter, love • have feelings • have physical similarities • have needs and wants • make choices • communicate This topic deals with classification skills and content that has a strong link to science studies of living things. Consider interdisciplinary planning.	The teacher can present to the students a variety of different individual and group experiences using books, photos, films, and first-hand encounters. Ask students to make comparisons between these people and themselves. An experience chart of findings can provide a source for reading activities. Students could prepare a booklet about people with sections such as "People need...," People eat...." Through directed questioning, the students can discuss different feelings they have and begin to develop and explore reasons for other human similarities and differences. Pictures from magazines such as National Geographic can provide pictures for collages. Try three dimensional collages using boxes or slotted cardboard.

NOTE: SYLLABUS PAGES ARE DESIGNED TO BE READ HORIZONTALLY.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • identifying differences and similarities in data **Self-Management** • decreasing egocentric perceptions Realizing that people all over the world share common characteristics is basic to global understanding.	Knowledge • Can the student identify some characteristics which all people share? Skills • Can the student verbally identify similar/different characteristics of others? • Does the student consider and act in response to the interests and feelings of others?	BOOKS Alexander, Martha. Move Over Twerp. Dial Press, 1981. Lewin, Hugh. Jafta. Carolrhoda Books, Inc., 1983. Scott, Ann Herbert. On Mother's Lap. McGraw Hill Book Company, 1972. Viorst, Judith. The Tenth Good Thing About Barney. Atheneum Publishers, 1971. Waber, Bernard. Ira Sleeps Over. Houghton Mifflin Company, 1975. PARTICIPATION PROJECT SAMPLES "Feelings Folder" - p. 25. "Graph It Booklet: Who Are We?" - p. 25.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Identity • awareness of one's individuality • awareness of one's importance in a group	Each person is a unique individual with • a name • physical characteristics • feelings and emotions • wants and needs • abilities and talents • a heritage •	Students could make "It's Me" books and share their unique qualities. Have a talent day when each student can do something special. Discuss the need to accept other's talents and to be appreciative of their efforts. Photographs of students in the school setting can provide a stimulus for writing and reading activities.
Empathy • concern and caring for others • understanding the diversity of the human family	All people need others • for help • for companionship • for comfort and understanding • to meet physical and emotional needs and wants •	Through directed questioning, a teacher can use the child's experience with friendship as a means of dealing with humans as social beings. Brainstorm a list of situations in the home and school in which people need one another. Students could work in pairs to illustrate or pantomime a situation of their choice. Construct graphs to record the students' favorite foods, birthday months or number of pets, etc.
	Use multicultural examples as students explore individual identity and human needs.	

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • identifying differences and similarities in data **Self-Management** • decreasing egocentric perceptions • developing healthy attitudes toward diversity Getting Information • listening • reading a graph	Knowledge • Can the student identify characteristics that make him/her unique and compare these with another student's special characteristics? • Can the student name reasons people need each other? Skills • Can the student identify similarities/differences between himself/herself and another? • Does the student show an understanding that other people have feelings?	BOOKS Allen, Jeffrey. Mary Alice, Operator Number Nine. Little, Brown & Company, 1976. Cohen, Miriam. Bee My Valentine. Greenwillow Books, 1978. Best Friends. Macmillan Publishing Company, 1973. dePaola, Tomie. Now One Foot, Now the Other. G.P. Putnam's Sons, 1981 Salus, Naomi Panush. My Daddy's Mustache. Doubleday & Co., 1979. Simon, Norma. I Know What I Like. Albert Whitman & Company, 1971. Skorpen, Liesel Moak. Mandy's Grandmother. Dial Press, 1975. Yashima, Taro. Crow Boy. Viking Press, 1955. Zolotow, Charlotte. Janey. Harper & Row Publishers, 1973. AUDIOVISUALS Someone Special...Me. Society for Visual Education. Filmstrip series. Getting to Know Me. Society for Visual Education. Filmstrip series. PARTICIPATION PROJECT SAMPLES "Picture Pen Pals" - p. 24.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Identity • awareness of attitudes, values, capabilities of the family	Though families differ, most people live in families or family-like groups. Families may differ: • in size • in relationships • in the roles of members • in the size and type of homes Select examples of families from diverse areas such as Puerto Rico, Nigeria, China, the Soviet Union to illustrate this idea.	Discuss and list on an experience chart how families are alike and different. Study prints, text visuals, magazine photographs, audiovisual sources, or children's literature can provide alternatives to the more sensitive though relevant discussion of the child's own family. Discuss the size of families past/present and the reasons why families are smaller today. What might family size be in the future? Why?
Culture • awareness and appreciation for other's way of living	Families may observe different festivals and celebrations in different ways. Customs may include: • holiday celebrations • food and eating customs • customs in the home • play and recreation • customs of worship • dress • roles of men and women • roles of children •	Develop learning/teaching activities around holiday celebrations, family customs, and the roles of men, women, and children. Experience charts and photographs could act as case studies. Children's literature is rich in examples. Inviting community residents to share their customs can help students develop a respect for cultural diversity.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • listening and observing Presenting Information • speaking in an effective way to the topic Self-Management • increasing acceptance of diversity	Knowledge • Can the student name ways families are alike? • Can the student identify customs differing from his/her own? Skills • Can the student listen with understanding and speak to the topic? • Can the student speak without using stereotypes? Self-Management • Does the student show an awareness of and respect for the customs/ traditions of others?	BOOKS Aliki. The Two of Them. Greenwillow Books, 1979. Barker, Carol A. A Family in Nigeria. Lerner, 1985. De Paola, Tomie. The Legend of Old Befana. Harcourt Brace Jovanovich, Inc., 1980. Drescher, Joan. Your Family, My Family. Walker & Co., 1980. Eisenberg, Phyllis Rose. A Mitzvah is Something Special. Harper & Row Publishers, 1978. Greenfield, Eloise. Grandmama's Joy. Collins, 1980. Shyer, Marlene Fanta. Here I Am, An Only Child. Charles Scribner's Sons, 1985. AUDIOVISUALS My Home and Me. Encyclopaedia Britannica Educational Corporation. Sound filmstrip series. PARTICIPATION PROJECT SAMPLES "Greeting Card Company" - p. 24. "Family Playhouse" - p. 24.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • reliance on family members in beneficial interaction and exchange	Family members may fulfill different roles at different times. They may • make and enforce rules • act as producers • act as consumers • work to meet the needs and wants of members • teach others in the family	The teacher might present a series of stories about different places. Ask students to identify similar and different behaviors from the stories. Compare these with the behaviors of people in their own families. Students can illustrate or find pictures in magazines which show family roles. Discuss these together as a group eliciting information about these roles from the students. Include examples of single-parent, extended family, and foster parents' roles in your discussion. Stories from reading materials often deal with families. Use these to develop social studies understandings. Select examples of families representing a wide range of cultural backgrounds.

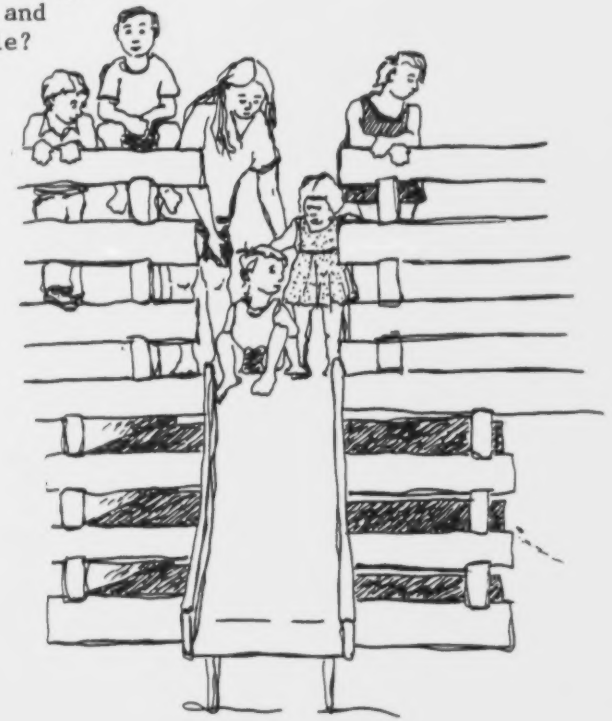
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • identifying differences/ similarities in data **Self-Management** • accepting conflict as inevitable and potentially manageable • increasing appreciation of diversity	Knowledge • Can the student identify one family rule and indicate the family member who made and enforces the rule? Skills • Can the student name different and similar behaviors discussed in the classroom? • Can the student perceive that conflict is possible but solutions are available?	BOOKS Greenfield, Eloise. She Come Bringing Me That Little Baby Girl. J. P. Lippincott, 1974. Stinson, Kathy. Mom and Dad Don't Live Together Any More. Annick Press Ltd., 1985. PARTICIPATION PROJECT SAMPLE "Gallery Show" - p. 24.

CONCEPTS	SOCIAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Culture • appreciation of different/ similar values, attitudes, beliefs, and behaviors Identity • awareness that language is part of one's identity	All people need to learn, and they learn in many ways. • from parents, grandparents, great grandparents • from children and grandchildren • from peers • from neighbors and community members • from teachers Communication skills are learned. • children learn to use and understand the particular spoken language of those around them • people may choose to learn more than one language The science topic of the senses and scientific skills such as learning through observing and testing provide interdisciplinary links. Stress ethnic customs and traditions that are learned and passed down from generation to generation. Use examples such as Creole language, Native American craft skills, African storytelling.	Through teacher-directed activities, the students can use their senses to identify different things in the classroom. • have a tasting contest • identify pictures they can see • play "Feel in the Bag" game (identify what they feel) • identify different fruits by smell. Students may invite friends or relatives to class to teach a special thing to others such as language, song, story, or craft. Students could develop a group list of things they can do. Each student could illustrate how they learned those things he or she can do. Hearing and learning words in another language can be exciting to young children and it can help them develop an awareness of global diversity.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • listening/observing • modeling Self-Management • decreasing stereotypic perceptions	Knowledge • Can the student identify one family tradition and its origin? Skills • Can the student listen intently to the topic? • When presented with such opportunities, does the student demonstrate positive interactions with individuals of all races, ages, cultures, and religions?	BOOKS Fassler, Joan. Howie Helps Himself. Albert Whitman & Company, 1976. Keats, Ezra Jack and Pat Cherr. My Dog is Lost. Scholastic Book Services. Lasky, Kathryn. I Have Four Names for My Grandfather. Little, Brown & Company, 1976. MacLachlan, Patricia. Through Grandpa's Eyes. Harper & Row Publishers, 1980. Surat, Michele Marie. Angel Child, Dragon Child. Raintree Pub., Inc., 1983. AUDIOVISUALS My Senses and Me. Encyclopaedia Britannica Educational Corporation. Sound filmstrip series.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • interaction with others in decision-making	People make rules to protect their health and safety, and to maintain order. • in homes • in schools • in public places • in the local community • all over the world TN This is a review of a kindergarten understanding. You may use it to assess student's understanding.	The teacher should involve students in rule making activities as appropriate situations in the classroom arise. Rules and a discussion of rules will be more easily understood by younger children when grounded in their real world experiences. Students might make rules about supplies, schedules, or routines. Have the students make safety rules for getting to and from school. Include walkers, bus riders, bikers, and others. Discuss the rules which might be necessary for going on a field trip or out to eat with the family.
Change • understanding that change is sometimes necessary for rules to be effective and relevant	People can make and change rules • as decision makers • as problem solvers • as conflict resolvers • •	This understanding provides an opportunity to help students develop a sense of problem-finding and problem-solving skills. You could begin by guiding students through the following steps using a classroom problem: 1. Find the problem. Tell what it is. 2. Talk about the problem. 3. Think of many ways to solve it. 4. Talk about the solutions. 5. Choose one solution. 6. Try it. Does it work? 7. Revise solution, if necessary. The steps could be posted on an experience chart for reference and reading activities.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Participating in Interpersonal and Group Relations • participating in group planning and discussion Self-Management • developing constructive attitudes toward change	Knowledge • Can the student identify a problem and relate a rule that would be appropriate? Skills • Does the student participate during the discussion by volunteering relevant statements? • Can the student recognize change and understand that change is sometimes desirable and sometimes undesirable?	BOOKS Sendak, Maurice. Pierre. Harper & Row Publishers, 1962. PARTICIPATION PROJECTS SAMPLE "Schools Have Rules" - p. 24.



CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Empathy • understanding and appreciation for others' points of view	In every family there are conflicts that: • involve dilemmas about what is right and fair • must be resolved • require decision-making and problem-solving	Use children's literature to explore family conflict situations. Children could role play alternative endings and discuss different ways of resolving conflicts.
Citizenship • awareness of one's behavior and responsibility as a member of a group	Each person has a responsibility as a part of many groups. • family • peer group • classroom • school • community • ethnic group • religious community	Students could list their responsibilities and make picture cards to illustrate them. They could use the card packs to classify responsibilities into various categories. Students could visit other classrooms in the school to learn about other responsibilities and systems for monitoring them.
Empathy • appreciation for diversity	Explore the expectations and responsibilities of belonging to an ethnic or religious group. For example, young Jewish children are encouraged to learn Hebrew.	Students could write about and/or illustrate the topic "How I Help at Home." Students could consider ways to resolve conflicts that arise over racial and ethnic differences using hypothetical or actual school incidents.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • dramatizing • writing and drawing • participating in discussions **Participating in Interpersonal and Group Relations** • assuming responsibility for carrying out the task • recognizing other's point of view **Self-Management** • decreasing egocentric perceptions • developing acceptance of conflict and ability to resolve conflict	Knowledge • Can the student state an example of a conflict a family might have? • Can the student identify classroom responsibilities? Skills • Can the student enter into the discussion effectively participating and recognizing different points of view? • Does the student show an understanding for his/her responsibilities toward others in the classroom? • Can the student present information through dramatization?	BOOKS Lionni, Leo. It's Mine. Alfred A. Knopf, Pub., 1986. Minarek, Else. No Fighting, No Biting! Harper & Row Publishers, 1978. Potter, Beatrix. Tale of Peter Rabbit. Western Publishing Company, Inc., 1970. Viorst, Judith. Alexander and the Terrible, Horrible, No Good, Very Bad Day. Atheneum Publishers, 1976. Williams, Barbara. Jeremy Isn't Hungry. E. P. Dutton, 1978. Zolotow, Charlotte. The Quarreling Book. Harper & Row Publishers, 1963. AUDIOVISUALS First Things: Values. Guidance Associates. Set of filmstrips of value dilemmas. PARTICIPATION PROJECT SAMPLE "Materials Monitoring" - p. 24.
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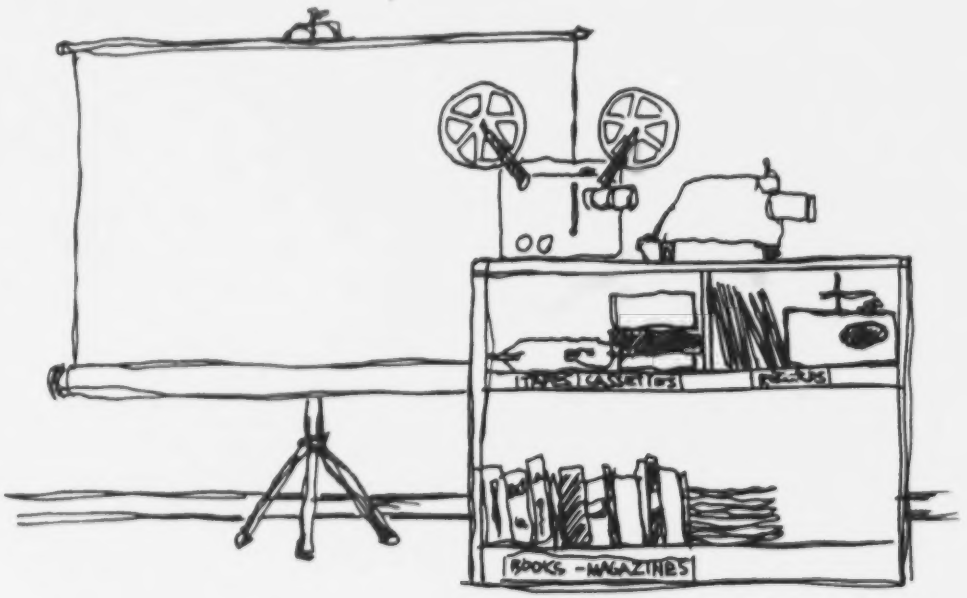
CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • awareness of one's attitude and responsibility toward our nation's symbols Nation-State • awareness of national heritage	Citizenship includes an awareness of our nation's symbols. • recognizing the attributes of our flag • reciting the Pledge of Allegiance • realizing that public buildings display the flag • knowing that the bald eagle is a national symbol • recognize the Statue of Liberty, its geographic placement and symbolism to immigrants Nations have flags as symbols. Help students recognize that people of other nations also respect their flags.	Do some activities with symbols to develop an understanding of the term symbol. Present the flag as a symbol of the nation. Compare and contrast the American flag with other symbols. Discuss and list ways we feel when we see patriotic symbols. Listen to and sing some patriotic songs. Children could interpret the songs through movement exploration. Take students for a space walk and explore where flags are flown in the school community. Suggest students count the flags they see on the way home. This flag walk could be described using ordinal numbers, "first, second, third flag we saw." Throughout the year collect pictures of flags of other countries. Get information about the symbolism of the designs and colors.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • using verbal and nonverbal communication to interpret feelings **Self-Management** • decreasing egocentric perceptions through identification with a group • decreasing ethnocentricity through awareness of the national pride of others	Knowledge • Can the student recognize the American flag? • Can the student explain why Americans recite the Pledge? Skills • Can the student describe feelings flags generate using verbal and nonverbal means?	BOOKS Levinson, Riki. Watch the Stars Come Out. E.P. Dutton, 1985. Maestro, Betsy C. The Story of the Statue of Liberty. Wm. Morrow and Co., Inc., 1986. Sandin, Joan. The Long Way to A New Land. Harper & Row Publishers, 1981.

CONCEPTS	POLITICAL CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Citizenship • understanding and respect for our past • awareness and appreciation of diversity Nation-State • awareness of national heritage	Citizenship includes an awareness of the patriotic celebrations of our nation including: • Lincoln's Birthday • Washington's Birthday • Independence Day • Labor Day • Columbus Day • Veterans Day • Thanksgiving Day • Martin Luther King Day • Election Day • Flag Day • Memorial Day • Conservation Day TN The holidays listed above are established by law for State or national observance. In addition, explore the ways in which celebrations in America reflect a multicultural heritage and expose learners to holidays and celebrations from other nations.	Students could celebrate the holidays through performing arts and dramatic play integrating music and scenery. Taking photographs of various classroom and school celebrations and placing them on a year time line can help students consider time. Label the time line with months. Schoolwide agreements about holiday celebrations can help avoid the repetition of activities that frequently occur. It would be advantageous to raise this issue at a faculty meeting for group decision-making. Biographical studies of famous people can be done in association with the holidays. The teacher should consider racial, sexual, and ethnic balance when selecting biographies for study.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • using the arts to express ideas and feelings **Self-Management** • decreasing egocentricity • appreciating diversity	Knowledge • Can the student identify the holiday celebrated by name and give one reason why the day is celebrated? Self-Management • Can the student participate as a member of a group performance? • Can the student use the arts to express ideas and feelings about celebrated holidays?	Many library media resources can complement the study of patriotic celebrations. Consult your librarian for suggestions. What songs might enrich the celebration of patriotic holidays? Consult your music specialist. Kelly, Emily. Christmas Around the World. Carolrhoda Books, Inc., 1986.



CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Technology • understanding that people use tools and methods to get what they need and want	People use tools • to accomplish work • to extend human capabilities • to develop resources This topic can be correlated to science explorations of simple machines using playground experiments.	The teacher might bring in a variety of tools, both common and unusual, old and new, useable and obsolete, and discuss their uses. Resource people might be invited to share their work and tools with the class. Have the students discuss tools their fathers or mothers use when working at home. Discuss tools used in the classroom by the students. Go on a school walk to locate tools used by adults and students.
Interdependence • people are linked to others as they work to supply needs and wants	People work to earn money to buy things they need and want • using ideas, abilities, skills • using resources • using tools	 A classroom store with play money can provide the content understanding. A classroom store can be an interdisciplinary experience developing mathematics, reading, writing, arts, and oral language skills.

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POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • **listening/observing** • **using varying approaches** • **using artifacts** **Using Information** • **identifying types of information needed and selecting relevant examples** **Participating in Interpersonal and Group Relations** • **assuming responsibility for carrying out tasks** **Self-Management** • **increasing ability to accept diversity in abilities, interests and opinions**	Knowledge • Can the student match tools to the worker who uses them? Skills • By listening and observing, can the student recall information? • Can the student identify different jobs and how people accomplish these jobs?	BOOKS Johnston, Tony. Odd Jobs. G. P. Putnam's Sons, 1982. Rockwell, Anne and Harlow. Machines. Macmillan Publishing Company, 1985. TEACHER REFERENCES Strategies for Teaching Economics: Primary Level (Grades 1-3). Joint Council on Economic Education, 1212 Avenue of the Americas, New York, NY 10036.

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Scarcity • conflict between unlimited wants and needs and limited resources	Families organize to meet their needs and wants. • basic needs of food, shelter, and clothing • emotional needs, love, caring • wants determined in part by culture, custom, tradition • needs and wants often exceed limited resources	The teacher can use a directed discussion to make a listing of material things owned by members of the class and/or their families. List some things not owned but desired. Explore ways in which we acquire the things we have or want. Show how families also meet non-material needs. Have students consider what else families "give."
Technology • understanding that people use different methods to satisfy basic needs and wants	Members of families work to meet their needs and wants • assuming economic roles • working in a variety of jobs • contributing to the family well-being • planning and making choices	Students could invite volunteer adults, parents, or community members to the class to tell about their jobs and their families. Visitors could be encouraged to bring photographs of work and home. A letter sent to parents or placed in a community newspaper could be used to locate volunteers. Slide sets of school and community workers could be developed. Slides and albums of the teacher's own family may be of interest to students.

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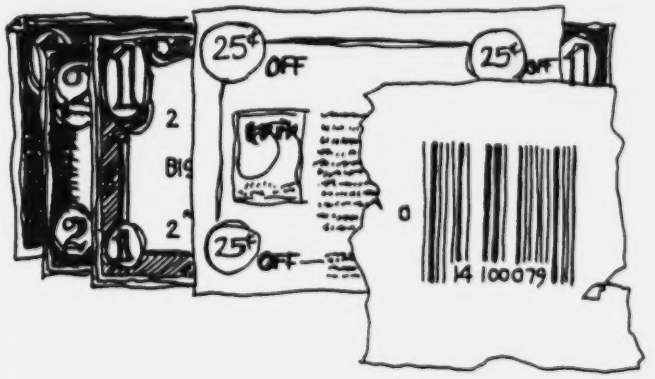
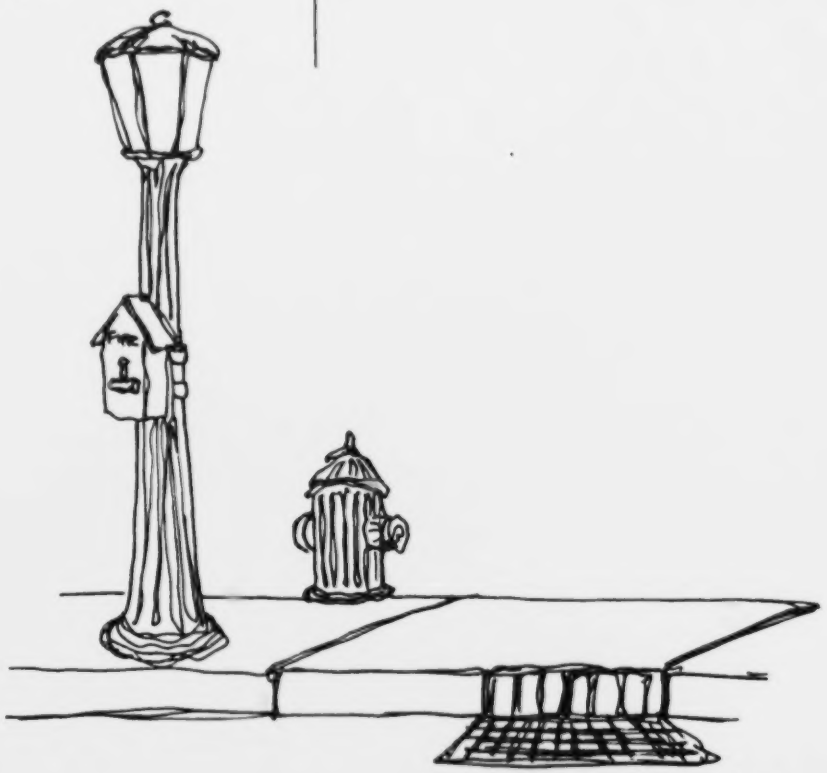
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • recognizing relevant information • understanding purposes for which information will be used **Self-Management** • growing in the capacity to recognize conflict and seek solutions Citizenship • cooperating to achieve a goal that satisfies a family or classroom need **Participation in Interpersonal and Group Relations** • participating in group discussion • accepting responsibility for carrying out tasks to achieve a group goal	Knowledge • Can the student identify wants and needs and discuss the differences between a want and a need? • Can the student identify one want and need met by his/her family? Skills • Can the student participate in a group discussion by making relevant contributions? • Does the student show an understanding for the problem of having wants and needs but not being able to satisfy all of them?	BOOKS Blaine, Marge. The Terrible Thing That Happened at Our House. Scholastic, Inc., 1975. Greenberg, Polly. Oh Lord, I Wish I Was a Buzzard. Macmillan Publishing Company, 1968. Hazen, Barbara Shook. Tight Times. Viking Press, 1979. Klein, Norma. Girls Can Be Anything. E. P. Dutton, 1973. Simon, Norma. I'm Busy Too. Albert Whitman & Company, 1980. Viorst, Judith. Alexander Who Used to Be Rich Last Sunday. Atheneum Publishers, 1980. 

CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • reliance on others in an interaction and exchange to satisfy our wants and needs	People are both consumers and producers of goods and services • acting to make or supply goods and services • acting as purchasers of goods and services • •	Have children draw and cut out pictures of their parents and others who work inside and outside the home. Discuss which goods and/or services are supplied by people they know. Set up a bulletin board using drawings and magazine pictures. Goods Our Family Can Produce Services Our Family Can Provide Students could be guided to develop generalizations to serve as captions.
Culture • awareness of community institutions which help meet our fundamental needs	Communities are organized to provide services to people. • people need things they cannot supply alone • governments can help to meet those needs • services may differ from area to area • schools are examples of community supported services •	The teacher may use a variety of neighborhood/community field trips and resource people to develop an understanding of community services. Slides of services provide an alternative to trips. Discuss what could happen without community services such as: • fire protection • garbage collection • libraries • police assistance Discuss different means of transportation and why many people today are biking, walking, and using mass transit. What kinds of transportation might we use in the future?

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • classifying and categorizing data • generalizing from visual data **Getting Information** • listening/observing **Self-Management** • decreasing ethnocentric perceptions	Knowledge • Can the student identify examples of goods and services? Skills • Can the student categorize data? • Does the student show respect for others and their services and not imply a standard by which all others are judged?	BOOKS Gibbons, Gail. New Road! Thomas Y. Crowell Company, 1983. Johnson, Jean. Police Officers, A to Z. Walker Publishing Company, Inc., 1986. Little, Bessie Jones and Eloise Greenfield. I Can Do It By Myself. Thomas Y. Crowell Company, 1978.



CONCEPTS	ECONOMIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Interdependence • reliance on others to help meet our needs and wants The issues of human needs in an increasingly global world is of great consequence. Empathy • awareness of and sympathy toward the needs of others Values such as empathy build over time through many experiences.	People in families, schools, and communities all over the world must depend on others to help them meet their needs and wants. • food and water • shelter • clothing • energy • health • safety • raw materials Conservation of water is a related topic that can raise the awareness level of students. Consider topics in the news of global concerns illustrating interdependence and human needs such as hunger in Africa, war in Central America and the Middle East.	Expose children to a number of other groups of people and nations involved in meeting needs and wants. Books, films, television, children's literature, and other relevant sources could be utilized. Make an experience chart of needs of the school and the sources required to meet these needs. • books, materials • electricity, heat • cafeteria food • health personnel • safety guards Discuss and illustrate conservation of energy and what may happen if we don't conserve non-renewable energy resources. Develop a savers campaign with them. Students can suggest things to do such as: - turn out lights - use fewer disposable products - watch less T.V. - close the doors when going outside - use mass transit Sharing activities can help develop this social studies concept as well as readiness for division in mathematics. Relate explorations to simple number stories.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • **drawing inferences from visual data** **Participate in Group Planning** • **initiating ideas and alternatives** **Self-Management** • developing a constructive attitude toward change	Knowledge • Can the student identify needs obtained outside the family? • Can the student explain conservation measures? Skills • Can the student draw inferences from visual data?	BOOKS De Paola, Tomie. Michael Bird-Boy. Prentice-Hall, Inc., 1975. Leutscher, Alfred. Water. Dial Press, 1983.

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • awareness of one's surroundings and changes in those surroundings on a map or globe	Places can be located on maps. • objects in a room • rooms and buildings • towns, cities, states • features such as hills, rivers, lakes •	Have the students locate familiar objects in the room using relational words. Make a floor map of the classroom locating various objects. Begin to discuss and label cardinal directions. Discuss and explore maps as tools to help determine direction, relationship, and distance using the classroom map and a student-made community map. Students could use a wide variety of world maps to begin to recognize the different types. The teacher might point out the oceans and continents.
Environment • awareness of the earth's physical characteristics Nation-State • awareness of physical shape and national boundaries of North America, United States, and New York State	The globe is a representation of the earth • showing major land masses called continents • showing major water bodies called oceans • showing the North and South Poles • showing countries such as the United States Correlate this topic to science understandings of the earth in space.	The students can make something out of clay such as an animal, toy, etc. Discuss that their work is a small copy of something that actually is like the globe. Students can make a papier-mâché globe and paint it to show land and water bodies.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • checking on completeness of data	Knowledge • Can the student identify specific places on a map? • Can the student find land and water on the globe?	BOOKS Cartwright, Sally. What's In A Map? Coward, McCann and Geoghegan, Inc., 1976. Lye, Keith. Take a Trip to Ethiopia Franklin Watts, Inc., 1986.
Getting Information • using a variety of sources such as maps and globes		

CONCEPTS	GEOGRAPHIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Environment • awareness of location and direction on a map or globe	Location and direction of an object can be stated as relative to some other object. • above/below • near/far • here/there • up/down • top/bottom • over/under • right/left • north/south • east/west	Using a variety of maps and diagrams makes it possible to show the relative distance, size, direction, and location of places and objects. This vocabulary was begun through kindergarten social studies experiences and should continue to be expanded. Creative movement activities suggested by your physical education teacher can reinforce these ideas.

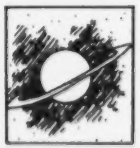
POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Getting Information • using a variety of sources including maps and globes • through listening/observing	Knowledge • Can the student follow a direction accurately when asked to locate an object that is near/far, right/left, to the top or bottom? Skills • Can the student locate a city, country, land mass, or body of water on a map or globe?	BOOKS Ets, Marie Hall. Gilberto and the Wind. Viking Press, 1963. Green, Norma. The Hole in the Dike. Thomas Y. Crowell Company, 1974.

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Change • awareness that people, places, and things change over a period of time Technology • understanding that over time tools change Identity • awareness of one's heritage	People, places, and things change over time. • in time, younger people and new things become older • younger and older people, places, and things have value • people, places, and things have a past and a history • change can have positive and negative consequences • All families have a past. • some families learn and study about their pasts • some families record their pasts	Students could make sequential pictures of an object new, old, older, or cut such pictures from magazines. An antique collector or local historical society representative might bring in examples of old tools for students to see, touch, use, and compare to new tools. Visitors who have studied their roots might share information with students. As an alternative, visitors could come in to talk about their childhood. Students could tape and play back the stories, sharing them with other classes. Many legends and folktales are the result of an effort to record events or teach lessons. Share legends with students such as the Anansi stories, Cajun tales or Native American stories. How are they alike and different?

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • placing ideas in order **Participating in Interpersonal and Group Relations** • assuming responsibility for carrying out the task **Self-Management** • increasing ability to accept diversity **Using Information** • identifying differences and similarities in data **Self-Management** • decreasing stereotypic perceptions	**Knowledge** • Can the student identify changes that have occurred in the past? • Can the student group pictures in a chronological sequence? **Skills** • Can the student share information placing it in order? • Does the student show an understanding for the similarities and differences of people's past? • Does the student accept differences in culture and customs?	BOOKS Babbitt, Natalie. Phoebe's Revolt. Farrar, Straus, & Giroux, Inc., 1977. Clifton, Lucille. The Boy Who Didn't Believe in Spring. E. P. Dutton, 1978. Cohen Miriam. Jim's Dog Muffins. Greenwillow Books, 1984. Dragonwagon, Crescent. Always, Always. Macmillan Publishing Company, 1984. Tobias, Tobi. Moving Day. Alfred A. Knopf, Inc., 1976.

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Empathy • appreciation and tolerance of other's traditions and customs	Some family customs are based on family history/heritage. • religious customs • holiday celebrations • home rituals • communication and language customs • Customs are learned from others. • great-grandparents • grandparents • parents • friends • foster parents • other relatives • literature and oral stories • games • •	The teacher could develop learning/ teaching activities around holiday celebrations or religious customs. The students might be encouraged to share their family history, customs, traditions, and language. Community members can talk about their particular family customs. Students may invite relatives to the class to share relevant cross cultural/ethnic customs. Children's literature can provide sensitive cross-cultural insights. Use pre- and post-reading discussions and activities to emphasize social studies learning. Include representative customs from Western and non-Western lands to help students gain global understanding.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Presenting Information • talking to the topic **Self-Management** • increasing the capacity to empathize **Getting Information** • listening/observing **Self-Management** • decreasing stereotypic perceptions	Knowledge • Can the student identify one holiday or religious event his/her family celebrates? • Can the student identify one custom learned from family, community, or friends Skills • Through listening can the student talk to the topic and avoid stereotypes? • Does the student demonstrate a respect for others' viewpoints or feelings and customs?	BOOKS Baylor, Byrd. The Way to Start A Day. Charles Scribner's Sons, 1978. Feelings, Muriel. Moja Means One: A Swahili Counting Book. Dial Press, 1976. Schulevitz, Uri. Hanukkah Money. Greenwillow Books, 1978. AUDIOVISUALS Folktales From Many Lands. American Indian Legends. Encyclopaedia Britannica Educational Corp. Filmstrips. TEACHER REFERENCES Pellowski, Anne. The Story Vine. Macmillan Publishing Company, 1984.

CONCEPTS	HISTORIC CONTENT UNDERSTANDINGS	POSSIBLE ACTIVITIES
Empathy • appreciation and understanding of our leaders of the past	Our nation honors leaders of our past. • political leaders • social leaders • cultural leaders •	The teacher might use this understanding to develop lessons around leader-oriented holidays (Washington, Lincoln, Martin Luther King, etc.). Consider what makes a person famous and/or important as a leader. Why do we honor someone?
Change • awareness that change is natural and will continue into the future	Change is constant. • • •	 Discuss how changes can influence what we do or how we feel (accidents, friends leaving, going to camp, being sick). Relate this discussion to how future events will affect us. The student can look into the future and predict through illustrations how various things can change • transportation • mode of dress • type of food Discuss the positive and negative implications of the changes, stressing that people can plan to influence the rate and type of change.

POSSIBLE SKILLS/ATTITUDES	EVALUATION	RESOURCES
Using Information • identifying similarities/ differences in data • scrutinizing possible consequences of alternate courses of action by evaluating them in light of basic values Self-Management • developing constructive attitudes toward change	Knowledge • Can the student identify national leaders and their roles in our past? Skills • Can the student identify similarities and differences among our nation's past leaders? • Is the student aware that future decisions are based on today's values and attitudes? • Does the student understand that changes now and in the future have some effect on all people? • Can the student list arguments for and against change? •	BOOKS Keats, Ezra J. Peter's Chair. Harper & Row Publishers, 1967. Monroe, Lynn Lee. The Old-Time Bicycle Book. Carolrhoda Books, Inc., 1979. TEACHER REFERENCE Martin Luther King, Jr. Resource Guide. The State Education Department, Division of Civil Rights and Intercultural Relations, Albany, NY, 1986.